

Governor's Health Award Application

Appendix D

Riverside Elementary School
Menomonee Falls

Physical Activity/ Education Standards/ Curriculum

Governor's Health Award Question #32

Outline Demonstrating Integration of Wisconsin
Physical Education Standards

*** KINDERGARTEN**
Wisconsin Physical Education Objectives

Objectives:	State Standard
K.1 – Select and participate in physical activity during unscheduled times.	1
K.2 – Identify likes and dislikes connected with participation in physical activity.	1
K.3 – Demonstrate controlled traveling, rolling, and balancing actions.	2
K.4 – Travel with control forward, backward, and sideways using a variety of locomotor patterns and change directions quickly.	2
K.5 – Move with awareness of others in general space.	2
K.6– Kick, throw, catch, and strike objects under simple conditions (e.g., kicking and striking a stationary ball, catching an accurately tossed ball.)	2
K.7 – Select appropriate actions to match a steady beat.	2
K.8 – Identify fundamental movement patterns (e.g., skip, strike).	3
K.9 – Identify movement concepts in body management, games, dance, and locomotion (e.g., personal/general space, high/low levels, fast/slow speeds, light/heavy, balance, and twist).	3
K.10 – Apply appropriate movement concepts to performance (e.g., change directions while running, move from a gallop to a hop when directed).	3
K.11 – Identify likes and dislikes connected with participation in physical activity.	4
K.12 – Recognize the joy of participation.	4
K.13 – Sustain moderate to vigorous physical activity for short periods of time.	5
K.14 – Be aware of the physiological signs of moderate physical activity (e.g., fast heart rate and heavy breathing).	5
K.15 – Demonstrate knowledge of flexibility through warm up activities and perform exercises that enhance proper flexibility in a variety of muscle groups.	5
K.16 – Explain why physical activity is good for health.	5
K.17 – Examine the rules for participating in the physical activity setting.	6
K.18 – Develop listening skills and the ability to follow instructions in sequence during a game situation.	6
K.19 – Recognize the joy of shared play.	7
K.20 – Interact positively with students in class regardless of personal differences.	7

* These sample objectives have been developed to align with the Wisconsin Model Academic Standards for K-8 Physical Education. For more information, please contact Artie Kamiya, Great Activities Publishing Company, PO Box 51158, Durham, North Carolina, 27717. 1 (888) 927-0682.

*** FIRST GRADE**
Wisconsin Physical Education Objectives

Objectives:	State Standard
1.1 – Identify and explore activities which require physical activity during non-school hours.	1
1.2 – Demonstrate all of the locomotor skills of walking, running, hopping, jumping, galloping, sliding, and skipping.	2
1.3 – Demonstrate, with consistency, the manipulative skills performed alone (e.g., toss and catch, dribble with hand in general space, dribble with foot, kick and strike with hand or equipment, throw underhand and overhand, volley).	2
1.4 – Demonstrate a variety of stationary manipulative skills (e.g., toss and throw to targets, bounce and catch, toss and catch, kick to target, strike a paddle, dribble, roll, trap, volley with hand).	2
1.5 – Demonstrate and understand simple educational gymnastic sequences that contain a variety of balance, roll, transfer of weight, and flight.	3
1.6 – Demonstrate and extend the knowledge of the critical features of basic locomotor, non-locomotor, and manipulative skills (e.g., hip rotation of the overhand throw is similar to striking with the hand or short racquet, locomotor skills can be combined to form more complex movements such as step-hop or step-jump).	3
1.7 – Apply, with little or no adult reinforcement, safe and cooperative behaviors by trying new activities and skills.	4
1.8 – Demonstrate self-satisfaction from participation in physical activities that require physical exertion, skill, and challenge.	4
1.9 – Participate frequently and for short periods of time in sustained, moderate-to-vigorous physical activities that cause increased heart and respiratory rate.	5
1.10 – Identify changes in the body that occur during moderate-to-vigorous physical activity.	5
1.11 – Examine one or two components of a health-related fitness assessment.	5
1.12 – Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activities.	6
1.13 – Apply, with little or no reinforcement, safe and cooperative behaviors by working independently for short periods of time.	6
1.14 – Play and cooperate with a partner regardless of personal differences such as gender, skill level, or ethnicity.	7
1.15 – Treat others with respect during play.	7

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*** SECOND GRADE**
Wisconsin Physical Education Objectives

Objectives:	State Standard
2.1 – Identify and participate in physical activities that promote cardiorespiratory, muscular, and flexibility benefits.	1
2.2 – Identify and participate in individual or family-oriented physical activity opportunities outside of school.	1
2.3 – Demonstrate individually and with a partner the manipulative skills of throwing, catching, kicking, striking, volleying, and dribbling.	2
2.4 – Demonstrate the ability to combine educational gymnastic movements into sequences, including balance, roll, transfer of weight, and flight.	2
2.5 – Demonstrate the ability to combine locomotor and non-locomotor skills to perform basic educational folk and creative dance sequences.	2
2.6 – Apply the basic movement concepts to change performance of locomotor, non-manipulative, and manipulative skills by using the concept of relationships (e.g., over, under, around, in front of, behind, and through) in dynamic movement situations.	3
2.7 – Apply the basic movement concepts to change performance of locomotor, non-manipulative and manipulative skills by using feedback to improve skill performance.	3
2.8 – Demonstrate improvement in a skill or fitness-related activity for increased personal self-satisfaction.	4
2.9 – Understand that participation in physical activity is a conscious choice.	4
2.10 – Examine 2-3 components of health-related fitness.	5
2.11 – Recognize the relationship between nutrition and physical fitness.	5
2.12 – Apply rules, procedures, and safe practices requiring little or no adult reinforcement.	6
2.13 – Work cooperatively with others to complete a variety of tasks or assignments.	6
2.14 – Honestly reports results of work.	6
2.15 – Explore the use of favorable conflict resolution strategies in game play situations.	7
2.16 – Exhibit in physical activity settings cooperative, respectful, and safe behaviors.	7

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*** THIRD GRADE**
Wisconsin Physical Education Objectives

Objectives:	State Standard
3.1 – Develop and demonstrate a positive attitude toward being physically active.	1
3.2 – Engage in regular physical activity.	1
3.3 – Demonstrate most of the critical elements for manipulative skills (e.g., throw and catch a variety of objects, kick to stationary and moving partners/objects, dribble with dominant hand/foot, pass a ball to a moving partner).	2
3.4 – Use manipulative skills in movement combinations (e.g., perform manipulative tasks while dodging and moving in different pathways; catch a rolled ball while moving and throw it back to a partner; develop and refine educational gymnastics sequences).	2
3.5 – Apply combined movement skills in a variety of settings (e.g., performing simple dances in various formations) such as developing and refining a creative dance sequence into repeatable patterns.	2
3.6 – Perform educational gymnastic sequences with at least four movements.	2
3.7 – Apply the movement principles of relationships while moving alone in space and using non-manipulative and manipulative skills.	3
3.8 – Recognize and apply concepts that affect the quality of increasingly complex movement performance such as consistently striking a ball with a bat or paddle demonstrating an appropriate grip.	3
3.9 – Celebrate personal successes and achievements as well as those of others.	4
3.10 – Use physical activity as a means of self-expression.	4
3.11 – Complete a modified version of a health-enhancing physical fitness assessment.	5
3.12 – Describe personal strengths and weaknesses and elevate the weaknesses to strengths.	5
3.13 – Follow activity-specific rules, procedures, and etiquette with little or no reinforcement.	6
3.14 – Accept the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others.	6
3.15 – Work independently and on task for short periods of time.	6
3.16 – Use positive conflict resolution strategies in game play situations.	7
3.17 – Demonstrate acceptance of the skill and ability of others through verbal and nonverbal behavior.	7

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*** FOURTH GRADE**
Wisconsin Physical Education Objectives

Objectives:	State Standard
4.1 – Identify the healthful benefits that result from regular physical activity.	1
4.2 – Identify several moderate to vigorous physical activities that provide personal pleasure (e.g., basketball, swimming).	1
4.3 – Select and participate regularly in physical activities for the purpose of improving skill and maintaining good health.	1
4.4 – Demonstrate progress toward the mature form of all locomotor (movement) patterns and selected manipulative and nonlocomotor skills such as throwing, catching, and kicking.	2
4.5 – Adapt a physical skill to the demands of a dynamic, unpredictable environment such as balancing with control on a variety of objects (e.g., balance board, large apparatus, skates).	2
4.6 – Acquire beginning skills in a few specialized movement forms such as dribbling and passing a basketball to a moving receiver or jumping and landing for height/distance using a mature form.	2
4.7 – Work on improving personal performance in fundamental and selected specialized motor skills such as throwing, catching, running.	3
4.8 – Use critical elements of fundamental and specialized movement skills to provide feedback to others such as accurately recognizing the critical elements of a throw made by a fellow student and providing positive feedback to that student.	3
4.9 – Identify and apply characteristics and critical elements of highly skilled performance to develop movement competence or proficiency such as using internal and external information to modify movement during performance.	3
4.10 – Experience the opportunity for enjoyment while participating in physical activity.	4
4.11 – Learn to enjoy practicing activities to increase skill competence.	4
4.12 – Identify several activities related to each component of physical fitness such as development of muscular strength.	5
4.13 – Associate results of fitness testing to personal health status and the ability to perform various activities such as maintaining continuous aerobic activity for a specific time and/or activity and supporting, lifting, and controlling body weight in a variety of activities.	5
4.14 – Work productively with a partner to improve skills, for example improve the overhand throw pattern for distance by using the critical elements of the process.	6
4.15 – Utilize safety principles in activity situations.	6
4.16 – Explore cultural and ethnic self-awareness through participation in physical activity.	7
4.17 – Indicate respect for persons from different backgrounds and cultural significance as they contribute to various games, dances, and physical activities.	7

*** FIFTH GRADE**
Wisconsin Physical Education Objectives

Objectives:	State Standard
5.1 – Identify and demonstrate personal physical activity interests and abilities.	1
5.2 – Identify and demonstrate the social and psychological benefits from participation in physical activities.	1
5.3 – Demonstrate and understand the critical elements of throwing, catching, dribbling, passing, striking, and shooting skills found in team sports.	2
5.4 – Demonstrate the forehand and backhand striking skills in dual and individual sports.	2
5.5 – Perform different types of rhythm/dance sequences.	2
5.6 – Apply principles of accuracy, force, and follow-through when projecting objects.	3
5.7 – Identify and demonstrate basic small-group offensive and defensive tactics and strategies (e.g., body fakes, use of speed, change of direction, keeping body low while moving/guarding).	3
5.8 – Identify and apply principles of practice to enhance performance (e.g., form, consistency, repetition).	3
5.9 – Use feedback from a partner to improve performance.	3
5.10 – Seek personally challenging experiences in physical activity opportunities.	4
5.11 – Describe the short- and long-term benefits of engaging in regular physical activity.	5
5.12 – Use personal fitness assessment data to enhance understanding of physical fitness by identifying sources for data collection (e.g., print material, community resources, heart rate monitors, internet, pedometers, skinfold calipers).	5
5.13 – Use personal fitness assessment data to enhance understanding of physical fitness by analyzing fitness data to describe and improve personal fitness levels (e.g., apply data to own plan for improvement in at least two components of health-related fitness).	5
5.14 – Work independently and with others to improve learning during physical activity.	6
5.15 – Display appropriate cooperative and competitive behaviors.	6
5.16 – Evaluate the role and value of physical activity in a diverse society.	7
5.17 – Develop strategies for including persons of diverse backgrounds and abilities in physical activity settings.	7

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